ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001572	N.A.	N.A.	

4. AUTHOR(S): Oakland Interagency Project
Oakland Public Schools Oakland, California

5. TITLE OF DOCUMENT ABSTRACTED:
Pre-school Teachers

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Oakland Interagency Project
ST. Oakland Public Schools
CITY/STATE Oakland, Calif.
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE Oakland Interagency Project, Oakland Public Schools Oakland, Calif.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1965	4

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
job description

16. INDEXING TERMS (6-12)

pre-school project	curriculum development	in-service meetings	
teacher responsibilities	curriculum materials	aide training	
adult education	professional library	pre-school teachers	

17. ABSTRACT (MAX. 250 WORDS)

The teacher is the key person in implementing the curriculum, the training of parent aides, and adult education. In school he is responsible to the principal and attends staff meetings and school functions. His responsibilities to the pre-school project include attending and participating in staff and in-service meetings, teaching adult education classes, executing and developing curriculum. At the Center he is responsible for supervising and training the aides, keeping records, conducting parent conferences and visits. He selects and prepares materials and guides aides in the use of these materials. He holds daily evaluation sessions and maintains a professional library for the use of aides and parents. He plans and teaches in the adult education classes. The books to be included in the pre-school professional library are listed.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEP'T.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

D 18

OAKLAND PUBLIC SCHOOLS
Interagency Project

PRESCHOOL TEACHERS

I. Teachers' Role in the Preschool Program

A. She is the key person for the implementation of the curriculum, the training of parent aides, and adult education.

B. She is a certificated teacher with preschool or kindergarten/primary experience.

C. Each teacher is responsible for one center, two sessions (8:30 - 11:40; 12:30 - 3:30).

II. Teachers' Duties and Responsibilities

A. Responsibilities to school

1. Responsible to principal.

2. Attends school staff meetings.

3. Interacts with school personnel as a part of school unit.

4. Cooperates in school functions.

B. Responsibilities to preschool project

1. Responsible to Coordinator of program.

2. Responsible to Field Teacher and Field Assistant for setting up centers and for curriculum.

3. Attends bi-monthly preschool staff meetings.

4. Attends inservice meetings with aides monthly.

5. Helps in preparation of inservice meetings.

6. Leads inservice meetings with aides at school site.

7. Teacher for adult education classes - planning, instituting program, etc.

8. Responsible to contribute to curriculum - use creatively; develop extensions of.

9. Responsible for execution of curriculum.

10. Do professional reading.

11. Attend outside conferences and workshops on preschool matters.

12. Observe in other preschool centers.

II. Teachers' Duties and Responsibilities (continued)

C. Responsibilities at preschool center

1. Supervision of aides, evaluation and training of aides.
2. Content and extension of curriculum.
3. Research - parent interviews; records of language development.
4. Records - anecdotal; checklists of skills.
5. Parent conferences and contacts.
6. Responsible for use of curriculum materials.
   a. Guiding aides in use of material.
   b. Selection and sequential use of material.
   c. Availability and care of material.
   d. Knowledge of potential uses for material.
7. Preparation of additional materials.
8. Supervision, education, guidance and evaluation of children.
9. Daily evaluation sessions with aides.
   a. For evaluation of children and program.
   b. For planning adult education classes
   c. Guiding aides in role of discussion group leaders.
10. Parent conferences and other informal parent contacts.
11. Prepare daily or weekly lesson plans.
12. Maintenance of professional library in each center for teacher, aides and parents (see attached list).

D. Responsibilities to the Adult Education Classes

1. Teacher of the classes.
2. Follow outline and content of program.
3. Plans in detail the specific activities, materials, audio-visual aids and resource people to carry through the proposal outline.
4. Provides leadership to aides for their role in the adult education classes.

CH:HM:r
3/31/65
Attachment

BOOKS FOR PRESCHOOL PROFESSIONAL LIBRARY

Association for Childhood Education International 3615 Wisconsin Avenue, N.W. Washington, D.C.	Young Children and Science
	Creating with Materials for Work and Play
	Nursery School Portfolio
	Children's Books for $1.25 or Less
	Equipment and Supplies
	A Bibliography of Books for Children
Barrows and Hall Expression Co., Boston, Mass.	Games and Jingles for Speech Development
Christianson Houghton Mifflin Co.	The Nursery School, Adventures in Living and Learning
Cohn, Stern Teachers' College, Columbia	Observing & Recording the Behavior of Young Children
Combs, Association for Supervision and Curriculum Development 1201 - 16th Street, Washington, D.C.	Perceiving, Behaving and Becoming
Evans, Doubleday & Co., Inc.	Rimbles
Frostig, Follett Publishing Co. 1010 W. Washington Blvd., Chicago	Marianne Frostig Program for Development of Visual Perception (Specimen Set)
Gesell, Dell Publishing Co. 261 Fifth Avenue, New York	Child Behavior
Grayson, Robert B. Luce, Inc.	Let's Do Finger Plays
Guilfoile, National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois	Books for Beginning Readers
Landeck, Ed Marks Corp.	Songs to Grow On
Lewis, Basic Books Inc. 404 Park Avenue, S., New York	Language Thought and Personality in Infancy and Childhood
Lilliput Schoolhouse Box 2002, Corpus Christi, Texas	Twenty-Seven Major Elements in Dr. Montessori Philosophy
	The Montessori Method and Kindergarten

Loban, National Council of Teachers of English	The Language of Elementary School Children (Research Report #1)
Merrill Palmer Quarterly of Behavior and Development, July 1964	Selected Papers from the Institute for Development Studies (Arden House Conference, Preschool Enrichment of Socially Disadvantaged Children)
Milbrae, American Book Co.	Music for Young Americans
Osborn, Haupt, Miller Palmer Inst.	Creative Activities
Read, Katherine, W.B. SSaunders, Philadelphia, Pennsylvania	The Nursery School
Schoolfield, Expression Co., Boston	Sounds the Letters Make
Spache, Winter Haven Lions Publications Committee, Winter Haven, Florida	Procedure Manual (A perceptual training procedure for beginning school children.)
Spock, Pocketbook, Inc., New York	Baby and Child Care
Swift and Rather, T. S. Dennison and Co., Inc., Minneapolis, Minn.	Kindergarten Science
Wann, Teachers' College, Columbia	Fostering Intellectual Development in Young Children
Watts, Heath and Co.	The Language and Mental Development of Children

Magazines

Association for Childhood Education, 3615 Wisconsin Avenue, N.W., Washington, D.C.	Childhood Education
National Association for the Education of Young Children 104 E. 25th Street, New York	Young Children

CH:HM:r
3/31/65